

CORRESPONDENCE.

The Editor,

NEW ZEALAND LIBRARIES.

Sir,—Dr. Allen's letter in the June number about training of library work mentions a possible "arrangement" between the Library Association and the University.

May I suggest (traitorous though it seems) that it is definitely not a task of the University to provide this sort of so-called professional training. Not that the University wouldn't smile on us. It has in the past provided a sort of night school apprenticeship for many such employments where official organizations would have got better results and attained more dignity by conducting their own examinations.

The conception of a University's function is much too big a question to discuss here, but I will record my conviction that the Universities of England and America would have better left librarianship courses to professional schools of the Library Association. Degrees—the pursuit of knowledge—yes; but not these cram courses for passes to enter certain employments, mere stuffing of an established technique, not stimulating thought. A teacher has to attend a training college *after* taking his degree. Even a degree and the University Diploma in Education are not sufficient. And rightly so. I took

both courses, and except for one subject (which would have been given at the training college if the University had not given it) the training college course was much the more useful.

Similarly, though I do not possess the diploma of the Library Association, I value it highly, as giving the most thorough and practical training for most library jobs and if there is any additional *mana* attached to the Diploma in Librarianship of the University of London, (omitting the post-graduate course) it is only because that school shelters under a university roof.

The post-graduate course is difficult to assess and perhaps would be better converted into a training for special library work with, as an option, a thorough course in documentation, a subject very much needed and almost completely neglected in England.

Meanwhile let the N.Z.L.A. look forward to conducting its own examinations, maintaining a permanent system, of as high a standard as we can reach, and leaving the University "free" (pathetic term) to fulfil its own high mission.

Yours, etc.,

F. A. SANDALL.

REVIEWS.

NICOL, J.—"The Technical Schools of New Zealand: an historical survey. N.Z. Council for Educational Research, Wellington, 1940. 9/- 250 p.

Dr. John Nicol's study of the technical schools of New Zealand is another notable contribution towards educational research in New Zealand. It is produced in the attractive manner which we have come to associate with the N.Z.C.E.R. publications and is introduced by a foreword by Professor Sir Thomas Hunter. The book covers the growth of technical schools towards the formulation of a national policy, the Acts of 1895 and 1900, technical day schools, and so on right up to to-day. Special chapters are devoted to the influence of the university entrance examination and to evening classes and agricultural instruction.

"PETONE'S FIRST HUNDRED YEARS. A HISTORICAL RECORD OF PETONE'S PROGRESS FROM 1840 to 1940." Com-

piled by a Committee of Citizens on which the Borough was represented by Councillors J. C. Burns, J. R. Gaynor and A. M. Macfarlane.

All phases of the life of Petone, an historically important New Zealand town, are covered in the well produced volume which we have received for review. The illustrations which have been carefully chosen and well reproduced are a feature. The whole book is well printed on art paper and covers industry, sport, religion, early history, commerce, various municipal activities, education, etc. There is a separate section on the Centennial Memorial, and a useful biographical section.

"ANNUAL CATALOGUE OF AUSTRALIAN PUBLICATIONS. No. 4—1939," compiled under the direction of Kenneth Binns, Librarian, Commonwealth National Library.